DOCUMENT RESUME

ED 104 302 HE 006 430

AUTHOR Lueck, Lowell A.; Gilbert, Charles C.
TITLE A Follow-Up Study of the Classes of 1960, 1965, 1968 and 1972 at Western Illinois University.
INSTITUTION Western Illinois Univ., Macomb.
PUB DATE Jul 74
NOTE 24p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Alumni; College Graduates; *Educational Planning; *Followup Studies; Graduate Surveys; *Higher Education; Questionnaires; School Surveys; Statistical Data; *Surveys; Vocational Followup
IDENTIFIERS *Western Illinois University

ABSTRACT

This is the first attempt by the Office of Institutional Research and Planning to survey a large sample of alumni to measure the outcomes of the educational process at Western Illinois University. This pilot study of alumni was conducted to gather outcome information to provide the administration and the faculty with (1) data useful in planning and decisionmaking and (2) support and justification for budgets and programs. Information on majors, advanced degrees completed or in progress, awards and citation for academic and professional performance, employment history, earnings, and opinions on various curricular and extra-curricular experiences while a student at Western was gathered. Significant differences were found among the four classes in regard to their satisfaction with several aspects of their undergraduate experience. Present and potential services and events that could be offered by the institution, and of interest to the alumni, were also elicited. Recommendations in regard to possible actions to be taken by the University are presented for consideration. The appendix includes the alumni survey questionnaire. Statistical tables display the numerical results of the survey. (Author/PG)

ED104302

WESTERN ILLINOIS UNIVERSITY

Macomb, Illinois 61455

Institutional Research and Planning
Room 312, Sherman Hall

HE006430

ED104302

A FOLLOW-UP STUDY

of the

CLASSES OF 1960, 1965, 1968 and 1972

at

WESTERN ILLINOIS UNIVERSITY

Prepared by

Lowell A. Lueck

and

Charles C. Gilbert

Assistant Directors

Institutional Research and Planning

July, 1974

INTRODUCTION

This is the first attempt by the Office of Institutional Research and Planning to survey a large sample of alumni in order to measure the outcomes of the educational process at Western. The complexity of such a task is very apparent and tends to discourage most researchers who would much prefer to work with input measures (e.g. expenditures, enrollments, student credit hour production).

Nevertheless, the constituencies of the institution continue to call us to task for our lack of accountability and thus push us toward an assessment of outcome data. The National Center for Higher Education Management Systems at WICHE has done a large amount of preliminary work in this area and has provided the impetus for this study.[1] John Sayre, Director of Development and Harry Gianneschi, Director of Alumni Affairs at Western assisted in construction of the questionnaire items and provided mailing labels.

The project was designed as a pilot study of outcome information to provide (1) data useful in planning and decision-making and (2) support and justification for budgets and programs.

PROCEDURES

During February of 1974, 1307 questionnaires were mailed to alumni of Western from the classes of 1960, 1965, 1968, and 1972. Table I shows the distribution of the sample and the returns. Overall, a return rate of 38.6 percent was obtained using only one mailing. Follow-up letters to the non-respondents should boost this

---

[1] Micek, Sidney S. and Wallhaus, Robert A., An Introduction to the Identification and Uses of Higher Education Outcomes Information, Technical Report 40, National Center for Higher Education Management Systems at WICHE, Boulder, 1973, 68 pp.

well above 50.0 percent for future studies. Comparisons by year of graduation were made to see if any significant differences between classes could be detected.

TABLE I
Number and Percent of Returns
By Class

Class	Number of Questionnaires Sent	Number of Questionnaires Returned	Percent Returned
1960	286	125	43.7
1965	368	143	38.9
1968	335	128	38.2
1972	318	109	34.3
TOTAL	1307	505	38.6

RESULTS

Respondents included 262 males (53.5%) and 228 females (46.5%). Another 15 could not be identified as to sex because of a lack of information on their questionnaire.

The first year of enrollment as an undergraduate at Western ranged from 1923 to 1971. The earliest entrants can generally be attributed to persons with elementary teaching certificates who eventually acquired enough credits for the bachelors degree. One woman received her degree 42 years after she first entered Western!

The peak year of entrance was always four years prior to graduation, although the 1972 group was the first of the four classes with less than 50.0 percent (47.7%) enrolling for the first time four years earlier. The other three groups all had around 53 percent enrolling during the comparable period. The increase in transfer students in the last few years would probably explain this shift.

Majors of the respondents covered 42 different areas of study. Elementary education, as might be expected, was the largest single group of majors with 92 respondents. The 15 most frequent majors are shown in Table II by year of graduation.

TABLE II
Majors and Percent of
Total Respondents By Year of
Graduation

Major	YEAR									
	1960		1965		1968		1972		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary Education	14	11.2	24	16.8	33	25.8	21	19.3	92	18.2
Mathematics	14	11.2	13	9.1	5	3.9	4	3.7	36	7.1
PE - Men	10	8.0	11	7.7	11	8.6	3	2.7	35	6.9
English	6	4.8	9	6.3	8	6.3	10	9.2	33	6.5
Business Education	16	12.8	8	5.6	5	3.9	2	1.8	31	6.1
Home Economics	5	4.	6	4.2	6	4.7	7	6.4	24	4.8
General Business Admin	9	7.	6	4.2	6	4.7	2	1.8	23	4.6
Physics	7	5.6	8	5.6	3	2.3	2	1.8	20	4.0
Art	3	2.4	9	6.3	3	2.3	3	2.8	18	3.6
Industrial Ed & Tech	5	4.0	9	6.3	2	1.6	2	1.8	18	3.6
History	5	4.0	3	2.1	3	2.3	5	4.6	16	3.2
Sociology/Anthropology	2	1.6	3	2.1	3	2.3	6	5.5	14	2.8
Accounting			3	2.1	7	5.5	3	2.8	13	2.6
Music	5	4.0	6	4.2	1	.8	1	.9	13	2.6
PE - Women	5	4.0	2	1.4	5	3.9	0	0.0	12	2.4
All Others	19	15.2	23	16.1	27	21.1	38	34.9	107	21.2
TOTAL	125	100.0	143	100.1	128	100.0	109	100.0	505	100.2

Comparisons of the percentages in each major from year to year give an indication in many cases of the shift in the number of graduates over the 12 year period. The most meaningful trend is probably the one toward more majors as evidenced by the increase in "other" majors from 15.2 percent in 1960 to 34.9 percent in 1972.

A total of 382 (75.6%) of the respondents started their college career at Western, while 123 (24.4%) were transfers. This illustrates, once again, the recent increase in the percent of students who were transfers (Table III).

TABLE III
Number and Percent of
Alumni Who Started as Freshmen
and Transfers

Year	Started College at WIU		Transferred to WIU		Total	
	No.	%	No.	%	No.	%
1960	100	80.0	25	20.0	120	100.0
1965	115	80.4	28	19.6	143	100.0
1968	102	79.7	26	20.3	128	100.0
1972	65	59.6	44	40.4	109	100.0

Levels at which the alumni transferred were also informative as they showed the largest number entered Western as sophomores and juniors. Table IV shows this trend by year of graduation. Shifts from level to level are indicative of changes in transfer policies and show a trend toward many more transfers in the 1972 group.

TABLE IV
Level of Student at
Time of Transfer

Year	Level of Student								Total	
	Fresh		Sophomore		Junior		Senior			
	No.	%	No.	%	No.	%	No.	%	No.	%
1960	9	32.1	10	35.7	8	28.6	1	3.6	28	100.0
1965	7	28.0	7	28.0	11	44.0	0	0.0	25	100.0
1968	0	0.0	10	41.7	14	58.3	0	0.0	24	100.0
1972	3	7.0	17	39.5	23	53.5	0	0.0	43	100.0
TOTAL	19	15.8	44	36.7	56	46.7	1	0.8	120	100.0

Advanced or other degrees had been obtained by 163 (31.7%) of the respondents at the time of the survey. As might be expected, the earlier classes had a higher percentage reporting this attainment as shown in Table V. The total number of degrees earned totaled 178 because fifteen graduates earned more than one degree, a masters and a doctorate in most cases.

TABLE V
Number of Advanced Degrees and Percent of Class Earning Each Degree*

Class	Masters		Specialist		Doctorate		Other		Total*	
	No.	%	No.	%	No.	%	No.	%	No.	%
1960	52	41.6	4	3.2	6	4.8	3	2.4	58	46.4
1965	56	39.2	2	1.4	5	3.5	1	.7	57	40.0
1968	39	30.5		0.0	2	1.6	1	.8	41	32.0
1972	6	5.5		0.0	0	0.0	1	.9	7	6.4

*Several earned more than one degree so total column is not a total of all degrees earned.

The fact that over 32.0 percent earned advanced degrees is a very positive picture if these respondents are considered representative of all graduates. It would be expected that the most successful graduates may have responded, so this would probably overstate the true magnitude of the situation.

Table VI shows another 103 (20.3%) were pursuing an advanced degree at the time of the survey. The 1960 class, however, had less than 10 percent still actively pursuing an advanced degree, while the other three classes all had over 19.0 percent in some type of advanced degree program.

TABLE VI
Number and Percent of Graduates By Class Pursuing Advanced Degrees

Class	Pursuing Advanced Degree				No Response		Total	
	Yes	%	No	%	No.	%	No.	%
1960	12	9.6	110	88.0	3	2.4	125	100.0
1965	36	25.2	107	74.8		0.0	143	100.0
1968	25	19.5	100	78.1	3	2.3	128	99.9
1972	30	27.5	78	71.6	1	0.9	109	100.0

Table VII shows the number and percent of graduates from each class pursuing each type of degree. The 1965 group, for some reason, has a higher percentage working toward specialist and doctorate degrees than the other three groups. It may be because this educational level is reached for many people eight to ten years after receiving the bachelor's degree.

TABLE VII
Number and Percent of Graduates By Class
Pursuing Each Type of Degree

Class	Masters		Specialist		Medical		Law		Doctorate		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1960	7	5.6	3	2.4		0.0		0.0	2	1.6	12	9.6
1965	20	14.0	11	7.7		0.0		0.0	5	3.5	36	25.2
1968	20	15.6	3	2.3	1	0.8		0.0	1	0.8	25	19.5
1972	26	23.9	1	0.0	1	0.9	1	0.9	1	0.9	30	27.5

Awards or citations for academic performance while at Western were reported by over 25.0 percent of these alumni. The percentages were 16.8 for the 1960 group, 25.9 percent for the 1965 group, 26.6 percent for the 1968 group, and 34.9 percent for the 1972 group. It should be noted that this characteristic is more common for the more recent graduates than for the 1960 alumni. This is no doubt a result of the addition of many more departmental and other types of honoraries in recent years.

TABLE VIII
Time Elapsed Between Receiving
Degree and Gainful Employment

When Employed	Number	Percent
Already employed	42	8.3
Within 30 days	247	48.9
31-90 days	123	24.4
91-180 days	27	5.3
Over 180 days	21	4.2
Military service	10	2.0
Graduate school	19	3.8
Housewife	7	1.4
1 yr	1	.2
Unemployed - 2 yrs	5	1.0
3 yrs	1	.2
Underemployed*	2	.4
TOTAL	505	100.1

*Psychology major - "cooks hamburgers"
Sociology major - "untrained labor"

Over half of the graduates (57.2%) were already employed or employed within 30 days. Over 80.0 percent (81.6%) were employed within 90 days. This would include most June graduates who started teaching in September. A total of 10.9 percent were not gainfully employed within 90 days, and two 1972 teacher education graduates were still unemployed because they had chosen to marry and raise a family instead of working outside the home. The two who indicated they were underemployed were both in areas (psychology and sociology) where job openings are more plentiful if the candidate has a graduate degree.

Thus, the long-term unemployed (over one year) were generally in teaching fields, housewives, or at an educational level that did not present as many employment opportunities as might be found if they had an advanced degree. Also, underemployment may be more prevalent than was indicated since this was not one of the items listed as a possible response to this question.

Professional awards and citations received since graduation increased, as would be expected, after the alumni had been away from Western for more years. For 1960 graduates 20.8 percent reported a professional award, for 1965 graduates 16.1 percent, for 1968 graduates 9.4 percent, and for 1972 graduates 7.2 percent.

Table IX shows the occupational field of graduates of the four classes surveyed. Educational fields were the most frequently named positions for all four classes. Next most frequent choice was that of housewife for the 1960 and 1965 classes and business for the 1968 and 1972 classes.

The drop in the percentage working in educational fields from 1960 to 1972 (from 53.6 to 38.5%) is representative of the changing ratio of majors at Western. The increase of those in business fields from 9.6 percent in 1960 to 22.0 percent in 1972 also coincides with a shift in enrollments by major in recent years.

Over 22.0 percent of each class considered their present position to be a management one. The Class of 1965 with 38.5 percent had the highest percent followed by the Class of 1960 with 35.2 percent, the Class of 1968 with 25.8 percent and the Class of 1972 with 22.0 percent.

Years of employment since receiving the bachelor's degree ranged from zero to 15 years with the peak year for all classes being the difference between the year of graduation and 1974. All classes had at least one respondent who had never been gainfully employed, although the 11 individuals (10.1%) from the 1972 group were the significant ones. It should be noted that some of these had chosen to become housewives so were contributing to their family in that respect and would not be considered unemployed unless they were actively seeking employment.

The number of different positions held by the graduates ranged from zero to ten, with three being the most frequent response for 1960 graduates, two for 1965 and 1968 graduates and one for 1972 graduates.

TABLE IX
Present Work Fields of Graduates
By Year of Graduation

Class	Field																							
	Education		Social Science		Business		Scientific		Trade		Agriculture		Health		Arts-Humanities		Engineering		Housewife		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1960	67	53.6	1	0.8	12	9.6	4	3.2	9	7.2	3	2.4	0	0.0	0	0.0	4	3.2	16	12.8	9	7.2	125	100.0
1965	69	48.3	2	1.4	20	14.0	4	2.8	2	1.4	3	2.1	0	0.0	2	1.4	4	2.8	30	21.0	7	4.9	143	100.0
1968	66	51.6	0	0.0	20	15.6	2	1.6	5	3.9	2	1.6	5	3.9	0	0.0	1	0.8	19	14.8	8	6.3	128	100.0
1972	42	38.5	4	3.7	24	22.0	1	0.9	6	5.5	1	0.9	2	1.8	2	1.8	2	1.8	8	7.3	17	15.6	109	100.0
TOTAL	244	48.3	7	1.4	76	15.0	11	2.2	22	4.4	9	1.8	7	1.4	4	0.8	11	2.2	73	14.5	41	8.1	505	100.0

The number of different careers followed since graduation varied from zero to eight with one being the most frequent figure for all four classes. Table X summarizes the results by year.

TABLE X
Number of Different Careers
By Year of Graduation

Class	Different Careers														Total	
	0		1		2		3		4		5		8			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1960	11	8.8	70	56.0	34	27.2	9	7.2	1	.8	0	0.0	0	0.0	125	100.0
1965	14	9.8	90	62.9	30	21.0	6	4.2	2	1.4	0	0.0	1	0.7	143	100.0
1968	7	5.5	92	71.9	24	18.8	4	3.1	1	0.8	0	0.0	0	0.0	128	100.0
1972	12	11.0	84	77.1	12	11.0	0	0.0	0	0.0	1	0.9	0	0.0	109	100.0

In order to measure the degree of satisfaction with their present occupation, those surveyed were asked if they would want to have their children enter the same career field. Over half of them (59.2%) responded positively, while another 13.5 percent qualified their answers. For example, many said it would depend on what their child wanted to do. Others were apparently upset by the question such as the respondent who felt it was a "Sexist question - presumes I want children at all."

It should be noted that 20.2 percent said "no", they did not want their child to enter the same career field. This appears to be the result of some dissatisfaction with their chosen career. It is possible some may have taken a job because of economic or other expedient reasons that forced them into a field they didn't really want to enter.

Earnings of the alumni are shown in Table XI. The largest group (30.1%) reported incomes between $10,000 and $15,000. The only class that did not show their largest group of alumni in this category was the 1972 group where 42.2 percent

TABLE XI
Reported Earnings of Alumni By
Year of Graduation

Class	Reported Income																					
	Less than 3000		3000-4999		5000-7499		7500-9999		10,000-14,999		15,000-19,999		20,000-24,999		25,000-up		Un-employed		No Response		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1960	5	4.0	2	1.6	2	1.6	7	5.6	34	27.2	30	24.0	17	13.6	7	5.6	11	8.8	7	5.6	3	2.4	125	24.8
1965	7	4.9	1	0.7	1	0.7	8	5.6	56	39.2	29	20.3	2	1.4	7	4.9	21	14.7	8	5.5	3	2.1	143	28.3
1968	8	6.3	2	1.6	5	3.9	32	25.0	42	32.8	19	14.8	2	1.6	0	0.0	13	10.2	3	2.4	2	1.6	128	25.3
1972	10	9.2	13	11.9	13	11.9	46	42.2	20	18.3	2	1.8	1	0.9	0	0.0	2	1.8	2	1.8	0	0.0	109	21.6
TOTALS	30	5.9	18	3.6	21	4.2	93	18.4	152	30.1	80	15.8	22	4.4	14	2.8	47	9.3	20	4.0	8	1.6	505	100.0

reported incomes between $7,500 and $9,999. Incomes above $20,000 were reported by 19.2 percent of the 1960 graduates, while corresponding percentages for the 1965, 1968, and 1972 classes were 6.3, 1.6 and .9 percent respectively.

Respondents were asked to rate various aspects of their undergraduate work at Western. An F Test was used to determine if any of these four classes differed significantly (p=.01) from one another in terms of these responses.

For the first five items (Table XII), freedom in course selection, social life, personal contacts with classmates, work required in classes, and outlets for creative activities, no significant differences were found. Also, no significant differences were found among the four classes in terms of their responses to preparation for present position and their satisfaction with their academic performances at Western. On all of these items, all four classes were essentially similar.

However, on four items, the evaluations of the four classes were significantly different. These items dealt mainly with the relationship of the alumni or students with the faculty. The items were personal contacts with faculty, advice and guidance from faculty, opportunities to meet with faculty advisor, and the degree of satisfaction with the occupational preparation received at Western. Table XII shows the items and the average rating by class for each item. It should be noted that these results are very similar to the special ACE study Data For Decision-Making conducted during the 1972-73 academic year at W.I.U.

Table XIII shows the different responses for the eleven items. It should be noted that the lowest percentage of "very satisfied" responses (9.1%) was for the item in regard to work required in classes. Outlets for creative activities and advice and guidance from faculty were next lowest with 11.7 and 12.3 percent, respectively, declaring they were "very satisfied" with these aspects of their undergraduate work. At the other extreme, the highest percentage of "very satisfied" responses was found in regard to personal contacts with classmates (28.3%), social life (22.4%), and personal contacts with faculty (18.6%).

TABLE XII
Average Responses to Items Dealing with Campus Environment and Academic Atmosphere. 1960-1972[1]

ITEM	1960 N=125		1965 N=143		1968 N=128		1972 N=109	
	Mean	s.d.	Mean	s.d.	Mean	s.d.	Mean	s.d.
Freedom in Course Selection	2.11	1.06	2.36	1.08	2.45	0.87	2.44	1.10 *
Social Life	2.00	0.98	1.85	0.78	2.02	0.82	1.87	0.84 *
Personal Contacts w/ Classmates	1.80	0.79	1.74	0.66	1.79	0.71	1.88	0.79 *
Work Required in Classes	1.97	0.78	2.09	0.80	2.25	0.72	2.18	0.76 *
Outlets for Creative Activities	2.18	1.01	2.31	1.06	2.33	0.93	2.54	1.03 *
Personal Contacts w/ Faculty	2.07	1.02	2.29	1.13	2.53	1.09	2.52	1.16**
Advice and Guidance from Faculty	2.39	1.16	2.59	1.27	3.04	1.26	2.96	1.26**
Opportunities to Meet w/ Faculty Advisor	2.25	1.24	2.37	1.08	2.73	1.19	2.92	1.39**
Preparation for Present Position	2.18	1.14	2.23	1.13	2.29	1.12	2.45	1.14 *
Satisfaction w/ Academic Performance	2.00	0.77	2.29	0.98	2.16	0.80	2.15	0.88 *
Satisfaction w/ Occupational Preparation	2.06	0.95	2.27	1.02	2.32	0.97	2.48	1.15**

(1) The lower the Mean the greater the Satisfaction. (1= Very Satisfied, 5=Very Dissatisfied)
* Not Significant
** Significant > .01

TABLE XIII
Alumni Satisfaction With Various
Aspects of Undergraduate Work

Item	Degree of Satisfaction												Total	
	Very Satisfied		Satisfied		On-the Fence		Dissatis-fied		Very Dis-satisfied		No Response			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freedom in Course Selection	66	13.1	246	48.7	103	20.4	61	12.1	14	2.8	15	3.0	505	100.0
Social Life	113	22.4	288	57.0	61	12.1	20	4.0	5	1.0	18	3.6	505	100.0
Personal Contacts w/ Classmates	143	28.3	296	58.6	40	7.9	12	2.4	1	0.2	13	2.6	505	100.0
Work Required in Classes	46	9.1	352	69.7	65	12.9	24	4.8	6	1.2	12	2.4	505	100.0
Outlets for Creative Activities	59	11.7	237	46.9	127	25.1	51	10.1	12	2.4	19	3.8	505	100.0
Personal Contacts w/ Faculty	94	18.6	205	40.6	110	21.8	64	12.7	19	3.8	13	2.6	505	100.0
Advice and Guidance from Faculty	62	12.3	162	32.1	136	26.9	72	14.3	60	11.9	13	2.6	505	100.0
Opportunities to Meet w/ Faculty Advisor	80	15.8	188	37.2	112	22.2	64	12.7	48	9.5	13	2.6	505	100.0
Preparation for Present Position	73	14.5	250	49.5	86	17.0	44	8.7	29	5.7	23	4.6	505	100.0
Satisfaction w/ Academic Performance	71	14.1	301	59.6	79	15.6	38	7.5	5	1.0	11	2.2	505	100.0
Satisfaction w/ Occupational Preparation	71	14.1	266	52.7	89	17.6	46	9.1	19	3.8	14	2.8	505	100.0

At the other end of the scale, the highest percentage of "very dissatisfied" responses (11.9%) was found in regard to advice and guidance from faculty. This item also had the highest percentage of "dissatisfied" respondents (14.3%), followed by opportunities to meet with faculty advisor, and personal contacts with faculty (12.7% each).

These results, when further broken down by year of graduation (Table XII), show the 1960 and 1965 groups to be more satisfied with their personal contacts with faculty than the 1968 and 1972 groups. Similar results were found with the items on advice and guidance from faculty, and opportunities to meet with faculty advisors.

In response to a question on whether they had requested any services from Western since graduation beyond transcripts, 24.4% said "yes", 72.5% said "no", and the remainder did not respond. Results by year of graduation varied as shown in Table XIV.

TABLE XIV
Number and Percent of Graduates By Year Requesting Services from WIU

Class	Yes		No		No Response		Total	
	No.	%	No.	%	No.	%	No.	%
1960	24	19.2	94	72.5	7	5.6	125	100.0
1965	45	31.5	92	64.3	6	4.2	143	100.0
1968	33	25.8	94	73.4	1	0.8	128	100.0
1972	21	19.3	86	78.9	2	1.8	109	100.0
TOTAL	123	24.4	366	72.5	16	24.4	505	100.0

The types of University services and events the alumni indicated they were interested in are shown in Table XV.

TABLE XV
Services and Events of Interest to Alumni

Item	Number	Percent of Respondents
Services		
Continuing education	168	33.3
Cultural arts activities on campus	65	12.9
Athletic events	111	22.0
Library privileges	96	19.0
Educational travel	123	24.4
Career guidance and placement	174	34.5
Communications about campus news and events	193	38.2
Other	16	3.2
Events		
Homecoming	248	49.1
Educational/professional seminar	203	40.2
Athletic events	142	28.1
Class reunion	151	29.9
Cultural arts lecture/concert	132	26.1
Other	25	5.0

Table XV shows the most popular service items were those in regard to communications about campus news and events (38.2%), career guidance and placement (34.5%), and opportunities for continuing education (33.3%). Events they would like to attend were most often homecoming (49.1%) and educational/professional seminars (40.2%). Athletic events, cultural arts lectures/concerts, and class reunions were all selected by less than 30% of the respondents.

Other services and events listed as desirable included access to instructional communications and technology resources, workshops in music and home economics, fraternity and sorority reunions, departmental reunion (C A & S), art exhibits, theatre productions, book exhibits, and correspondence courses.

In addition, suggestions were made to hold seminars and to distribute information on departmental research in agriculture, to have informal visits with faculty (Applied Sciences), to hold meetings with present students (chemistry) on the realities of employment, to conduct tours of the "new" campus, and to provide special entertainment events (e.g. Johnny Cash). In most cases only one or two persons suggested each item.

SUMMARY

A total of 505 responses to a questionnaire mailed to 1307 Western alumni were recorded, a return rate of 38.6 percent. The largest number of these respondents were elementary majors (18.2%), followed by majors in mathematics (7.1%), physical education for men (6.5%), English (6.5%) and business education (6.1%).

Over three-fourths (75.6%) started their college career at Western, with the remainder (24.4%) transferring to Western. An increase from 20.0 percent to 40.0 percent in the number who were transfers was noted between 1960 and 1972.

Many of the alumni had obtained advanced degrees (31.7%) or were still pursuing another degree (20.4%). It could be assumed that 40.0 to 50.0 percent would complete an advanced degree within 12 to 15 years, with approximately 6.0 to 7.0 percent receiving a doctorate in that time span.

Awards and citations for academic performance at Western were received by 16.8 to 34.9 percent of each class, with more recent alumni receiving a higher percentage than earlier graduates. Professional awards and citations received since graduation were reported by over 20.0 percent of the 1960 group, with only 7.2 percent of the 1972 Class reporting similar recognition.

Most alumni were employed within 30 days of graduation (48.9%) and 81.6 percent were gainfully employed within 90 days. Occupational fields of the graduates were most often education, business and housewife (48.3, 15.0 and 14.5 percent respectively). The number of different careers followed since graduation was one for the majority of each class, although the Class of 1960 had over 27.0 percent who were pursuing their second and 7.2 percent their third career.

A total of 20.2 percent of the respondents indicated they did not want their children to enter their present occupation, and many of these expressed dissatisfaction with their present job.

Earnings were predominantly in the $10,000 to $15,000 range with 30.1 percent reporting income in this category. The 1960 group reported incomes above $20,000 in 19.2 percent of the cases.

A trend toward a less satisfactory view of their relations with faculty members and their occupational preparation was found in the analysis of the responses. More specifically, personal contacts with faculty, advice and guidance from faculty, opportunities to meet with faculty advisors, and satisfaction with occupational preparation were viewed in a significantly less satisfactory manner by later than by ealier classes.

The lowest percentage of "very satisfied" responses was found in regard to work required in classes, while social life and personal contacts with classmates received the most responses under "very satisfied." The highest percentages of "dissatisfied" and "very dissatisfied" responses were for the item in regard to advice and guidance from faculty (11.9 and 14.3% respectively).

Services from Western of most interest to these alumni were communications about campus news and events, career guidance and placement, and continuing education. Events they would be most interested in attending included homecoming and educational/professional seminars.

RECOMMENDATIONS

1. This study should be repeated and expanded in cooperation with the alumni and academic areas of the University in order to gather additional information on alumni characteristics and opinions relevant to present and future programs and services at Western.

2. Departments and colleges should be encouraged to start or continue follow-up studies of their graduates, and to coordinate these efforts with the Office of Institutional Research and Planning to avoid duplication of effort.

3. Western should take steps to counteract the trend toward less satisfaction with personal contacts with faculty, opportunities to meet with faculty advisors, advice and guidance from faculty, and occupational preparation received at Western.

4. A critical evaluation of the survey results should be conducted by the academic affairs area of the University in order to revise the instrument so it will provide the greatest amount of useable data for evaluating programs and procedures at Western.

5. The possibility of holding seminars or workshops for their former students should be considered by departments who have information available on recent research that wouldn't be better disseminated in other forms.

APPENDIX A
WESTERN ILLINOIS UNIVERSITY
ALUMNI SURVEY

1. What year did you first enroll at Western? _____

2. What was your major at the time you received your degree? _____

3. Did you begin your college career at Western? _____Yes _____No
If no, when did you transfer to Western? As a _____freshman
_____sophomore _____junior _____senior

4. Have you received any other college degrees since graduation from Western?
_____Yes _____No
If yes, please check type of degree below:
_____masters _____Specialist (6th year)
_____doctors _____Other (Please Specify _____)

5. Are you presently pursuing an advanced degree? _____Yes _____No
If yes, please check the type of degree below:
_____MA, MS _____L.L.B. or J.D.
_____Specialist (6th Year) _____B.D.
_____M.D., D.D.S., or D.V.M. _____Other (Please Specify_____ _____)

6. Did you receive any awards or citations for academic performance while at Western? _____Yes _____No
If yes, please specify _____

7. How much time elapsed after you received your degree until you were gainfully employed?
_____within 30 days _____over 180 days
_____31-90 days _____Other (Please explain
_____91-180 days _____)

8. Have you received any professional awards and citations since graduation from Western? _____Yes _____No
If yes, please specify _____

9. Please check the item below that best describes your present position?
_____Educational Field _____Agricultural Field
_____Social Science and Religious Field _____Health Field
_____Arts and Humanities Field
_____Business or Political Field _____Engineering Field
_____Scientific Field _____Housewife
_____Trade, Industrial, or Technical _____Other (Please specify_____)

Do you consider this to be a management position? _____Yes _____No

10. How many years have you been actively employed since receiving your baccalaureate degree at Western? _____years

11. How many different positions have you held during that time? _____positions

12. How many different careers have you followed since completing your bachelor's degree? _____

13. Would you want your children to enter the same career field you have chosen?
_____Yes _____No

14. What were your total earnings from your employment this past year (exclude earnings of spouse)?

_____ Less than $3,000	_____ 20,000 to 24,999
_____ 3,000 to 4,999	_____ 25,000 and over
_____ 5,000 to 7,499	_____ Unemployed
_____ 7,500 to 9,999	_____ Do not wish to respond
_____ 10,000 to 14,999	_____ Other (please specify)
_____ 15,000 to 19,999	_____

Check under the appropriate column at the right the item that best answers each item below:

		Very Satisfied	Satisfied	On the Fence	Dissatisfied	Very Dissatisfied
15.	All in all, in terms of your needs and desires, how well were you satisfied with the following aspects of your undergraduate work at Western:					
	a. Freedom in course selection					
	b. Social life					
	c. Personal contacts with classmates					
	d. Work required of you in classes					
	e. Outlets for creative activities					
	f. Personal contacts with faculty					
	g. Advice and guidance from faculty					
	h. Opportunities to meet with faculty advisor					
	i. Preparation for present position					
16.	Check your degree of satisfaction with your academic performance at Western.					
17.	Check your degree of satisfaction with the occupational preparation you received at Western.					

18. With the exception of asking for transcripts, have you ever requested services from the university after your graduation? _____ Yes _____ No

19. As an alumnus, what types of university services are you interested in?

_____ Continuing education	_____ Educational travel
_____ Cultural arts activities on campus	_____ Career guidance & placement
_____ Athletic events	_____ Communication regarding campus news / events
_____ Library privileges	_____ Other (please specify)
	_____

20. What type of event might you attend on campus?

_____ Homecoming	_____ Class reunion
_____ An educational / professional seminar	_____ Cultural arts lecture / concert
_____ Athletic events	_____ Other (please specify)
	_____